

Rostrevor Kindergarten Behaviour Guidance Policy

National Quality Standard 5.1, 5.2 Regulation 168 (2) (j) Related Key Regulations: 155, 156

Guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

Rostrevor Kindergarten practises a guidance approach to behaviour:

Our Expectations of behaviour are based on Care and Respect. We aim to encourage children to develop empathy and understanding, self-respect, self-discipline and self-control.

The Kindergarten promotes peaceful play. Children are taught and encouraged to use positive conflict resolution skills, language and actions.

Toys and clothing that promote violent play actions and words are discouraged.

We respect and care: For each other, for our things, for our environment.

- ❖ Behaviour is part of a cycle: We think – we feel – we behave
- ❖ Everyone needs to and has the right to feel safe and secure.
- ❖ A respectful environment facilitates the rights of children and teachers to learn and teach.
- ❖ A child/ parent/ staff partnership is crucial. We share the responsibility for modelling appropriate behaviours and sharing information with each other.
- ❖ Early behaviour intervention is effective in preventing and minimizing the development and long term effects of ongoing challenging behaviours.
- ❖ Strategies address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.

Appropriate behaviours are encouraged and embedded into teaching practice.

Encouraged Behaviours	Discouraged Behaviours
Language that encourages others	Name calling, teasing
Actions/words that include others	Excluding others
Giving, sharing and taking turns	Threatening others
Positive attitude	Hitting, kicking, pinching, biting, spitting
Caring and kindness	Throwing objects inappropriately
Safe / constructive play	Disrespecting others work or property
Working together cooperatively	Ignoring adult request and following thru
Taking responsibility for own behaviour	Avoiding or disrespecting group norms
Being polite	Manipulating
Self control	Deliberate withdrawal and refusal to participate
Listening to others	
Using appropriate social language	

Children's behaviour may be affected by:

- Age, development, special rights or additional needs
- General health, wellbeing and disability
- Relationships with their families
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year and the time of day
- Educators care-giving strategies and practices
- Relationships with other children and staff
- External factors such as family, home life or traumatic events

Positive Behaviour Guidance Procedures

When unacceptable behaviour occurs, strategies to manage the behaviour include:

1. Re-directing the play
2. Offering choices
3. Talking about the problem
4. Ignoring the behaviour if not dangerous and is only seeking attention

If inappropriate behaviour is ongoing, an individual learning plan identifying agreed guidance strategies will be developed in conjunction with the parent/carer, and preschool staff (and other agencies or professionals working with the child.)

Rostrevor Kindergarten informs families about the Behaviour Policy on enrolment. When enrolling their child at Rostrevor Kindergarten, parents/carers agree to respect and adhere to the policy. Families will be asked to confirm that they have read and understand this policy by signing the Information and Consents Form at the time of enrolment.

The Rostrevor Kindergarten Behaviour Policy is a dynamic document, reviewed annually to meet the current needs of children.

Rostrevor Kindergarten has a duty of care to ensure that the working environment supports the emotional and mental wellbeing of its staff (The Occupational Health and Safety Act, 1989).

Endorsed and ratified by Staff and Governing Council September 2015 (To be reviewed September 2017).

Additional Resources:

DECD: Supporting and Managing Children's behaviour (An early childhood resource)

DECD: Behavior support policy (For early childhood services)

DECD Website: <http://www.decd.sa.gov.au/childrensservices/pages/policies/interactions/>



**Government
of South Australia**

Department for Education
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